**K-5 ELA Lesson Plan**

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| **Deborah Donnell** | | **Grade: 1st** | | | **Date(s)**: 1-2 days |
| **Unit Title:**  Wanted! A Few Good Friends… | | | **Corresponding Unit Task: 3 Publishing a Class Book** | | |
| * **Essential Question(s):** * Why is it important for good listeners to give others the opportunity to speak when we are sharing ideas? * How does using capital letters at the beginning of a sentence and correct punctuation at the end of a sentence help writers communicate their ideas more clearly? * Why is it important to be a good friend? * How do good friends behave? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  Anchor chart: Good Citizen/Bad Citizen  Interview Scripts  Word Wall  Chart paper  Writing paper | | | | **friendship**  **Characteristics of friends**  **illustrations**  **capitals**  **periods**  **editing** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.1.5** - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. **W.1.8** - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **SL.1.5** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. **L.1.1** - Demonstrate command of the conventions of standard English Grammar and usage when writing or speaking. **L.1.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **I Can Statement(s): create a story about myself incorporating how I am a good friend**  **Instructional Plan:**  After reading the story I Like Me (or a similar book), students will write a story about themselves that include characteristics that make them a good friend/class citizen. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **L.1.5** - With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.   1. Sort words into categories (e.g., *colors, clothing* [ex. *friends*]) to gain a sense of the concepts the categories represent.   **L.1.6** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships  **I Can Statement(s): write complete sentences using standard English conventions.**  **Instructional Plan:**  Students will write, illustrate their writing and, with assistance/teacher modeling, edit their writing for punctuation and word wall words. Students will be assisted with sounding out words they want to write that are not on the word wall. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **S.L.1.1** - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion.) 2. Build on other’s talk in conversations by responding to the comments of others through multiple exchanges.   **SL.1.2** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **SL.1.3** - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. **SL.1.4** - Describe people, places, things, and events with relevant details, expressing ideas and feeling clearly. **SL.1.6** - Produce complete sentences when appropriate to task and situation  **I Can Statement(s): I can listen to and respond to my peers.**  **Instructional Plan:**  Before writing: Students will discuss what characteristics encourage friendship/ discourage friendship and why. In peer groups they will identify characteristics they/their peers have.  After writing: Students can ask their peers questions/suggest additions to their peer’s writing. | | | | |
| **Closing/Summarizing Strategy** | **Teacher will read the finished class book to the class. Students will read the class book as well.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students can continue to read the class book throughout the year and add pages of new writing to their entry.** | | **Students will be encouraged to demonstrate the characteristics of a good friend/class citizen on a daily basis; they will continue to write daily and improve their use of writing conventions.** | | | **Words will be added to the word wall;**  **The class book will be available to students to read.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s): (DRA) Can students read their own writing?**  Check list for the class book. Assessment of student work for coherence and writing skill. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*